REPORT RESUMES

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GUIDELINES FOR IMPLEMENTING THE PROJECT PLAN OF INSTRUCTION IN DISTRIBUTIVE EDUCATION IN THE SCHOOLS. PROJECT REPORT NO. 7.

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THE 1967 NATIONAL SEMINAR IN DISTRIBUTIVE EDUCATION CONSIDERED THE MAJOR PROBLEMS--(1) IMPLICATIONS FOR TEACHER EDUCATION IN USING THE PROJECT TRAINING METHOD IN DISTRIBUTIVE EDUCATION, AND (2) IMPLEMENTATION OF CURRICULUM CHANGES INVOLVING THE PROJECT TRAINING METHOD OF TEACHING DISTRIBUTIVE EDUCATION STUDENTS. THIS REPORT ON IMPLEMENTATIONS OF CURRICULUM CHANGES COVERS THE TOPICS--(1) IMPLEMENTING PROJECT TRAINING WITH ADMINISTRATORS, COUNSELORS, AND LOCAL BUSINESSMEN, (2) MANAGING AND CONTROLLING LABORATORY EXPERIENCES, (3) FACILITIES, EQUIPMENT, MATERIAL, AND MEDIA, (4) THE YOUTH ORGANIZATION AS A TEACHING-LEARNING DEVICE, (5) GUIDELINES FOR IMPLEMENTING PROJECT TRAINING IN THE SCHOOL, AND (6) GUIDANCE, STUDENT SELECTION, AND IDENTIFICATION. SINCE EACH TOPIC WAS EXAMINED BY TWO TASK FORCES, REPORTS OF BOTH ARE INCLUDED. EACH CONTAINS A SUMMARY, KEY POINTS, IMPLICATIONS FOR DEVELOPMENT, AND REFERENCES. "GUIDELINES FOR IMPLEMENTING THE PROJECT PLAN OF INSTRUCTION IN DISTRIBUTIVE EDUCATION THROUGH TEACHER EDUCATION" (VT 005 556) CONTAINS THE REPORTS OF TASK FORCES THAT CONSIDERED THE FIRST PROBLEM. (MM)

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RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools

Project Report No. 7

Department of Secondary Education
and Curriculum
College of Education
Michigan State University
East Lansing, Michigan
April 1968

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RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools

Project Report No. 7

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare, grant #O.E.G.-3-7-070489-3128. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Department of Secondary Education
and Curriculum
College of Education
Michigan State University
East Lansing, Michigan
April 1968

A series of publications resulted from the 1967 National Seminar on Distributive Teacher Education. The titles, including this report are:

1. READINGS IN DISTRIBUTIVE EDUCATION: THE PROJECT METHOD
2. GUIDELINES FOR IMPLEMENTING THE PROJECT PLAN OF INSTRUCTION IN DISTRIBUTIVE EDUCATION THROUGH TEACHER EDUCATION
3. GUIDELINES FOR IMPLEMENTING THE PROJECT PLAN OF INSTRUCTION IN DISTRIBUTIVE EDUCATION IN THE SCHOOLS

Other publications dealing with Distributive Education are:

1. A PILOT PROGRAM COMPARING COOPERATIVE AND PROJECT METHODS OF TEACHING DISTRIBUTIVE EDUCATION
2. A SELECTED AND ANNOTATED BIBLIOGRAPHY RELATED TO COOPERATIVE AND PROJECT METHODS IN DISTRIBUTIVE EDUCATION
3. A COMPARISON OF THE EFFECTIVENESS OF THE PROJECT AND COOPERATIVE METHODS OF INSTRUCTION ON SELECTED COMPETENCIES IN DISTRIBUTIVE EDUCATION AT THE SECONDARY LEVEL

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PREFACE

Michigan State University and Arizona State University joined in a consortium to sponsor a week-long national seminar in Distributive Education during May 1967. The seminar for teacher educators emphasized an in-depth study of the project plan of instruction. The participants were organized into a series of task forces to:

1. provide a vehicle for their discussion of presentations,
2. provide the opportunity to see implications of the seminar,
3. develop guidelines for implementing the project plan.

Task forces considered two major problems, (1) implementation of curriculum changes involving the project method of teaching distributive students, and (2) implications for teacher education in the use of the project method in Distributive Education. Reports of task forces considering these two problems are in two publications, Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools, and Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.

Because the seminar operated in two sections, each topic was examined by two task forces. Therefore, in this document, there are two reports on each topic. These reports represent not only a great amount of time on the part of each participant, but also are fine examples of the leadership provided by the task force leaders and the senior staff of the seminar. The directors of the seminar recognize and appreciate the professional contributions made by the following leaders:

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Associate Director: Kenneth L. Rowe
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TOPIC S-1

IMPLEMENTING PROJECT TRAINING WITH ADMINISTRATORS, COUNSELORS AND LOCAL BUSINESSMEN

TASK FORCE #1

Edgar S. Burke
Donald Mayleben
Neal E. Vivian
Oswald M. Hager, Leader

A. Summary

The laboratory plan is part of the distributive education program. It should not be presented as something entirely new. However, use of project instruction makes it possible for schools to serve more students at different levels and to provide for special needs of the student, the school, and the community.

"The goals of the project and cooperative training are the same. No matter how instruction is organized, when it is identified as vocational distributive education, there are not differences in the results desired." (Marks -- 1967) The school administration, counselors, business people and others concerned, should be informed of the objectives of the distributive education program. Certain modifications of the program will always be made to meet the current needs and to adjust to future demands of education for distribution.

The school administration should be fully informed that the laboratory plan will require a substantial budget. The classroom-laboratory will require more equipment. Additional funds will be needed for materials and supplies. The teacher-coordinator must have sufficient time to supervise and coordinate projects. The students will need scheduled class time for project instruction.

It is important that the teacher-coordinator work closely with the business community by better use of the advisory committee, personal calls, field trips, attending meetings, and other means of securing cooperation of business people, use of their merchandise and training materials, and to keep alert to changes in the field of distribution.

B. Key Points

1. The school schedule must include adequate time for participation activities in the laboratory plan.
2. The teacher-coordinator must have adequate time for supervision and coordination.
3. Complete records and evaluations of the students' progress must be maintained.
4. The selection of students for the laboratory plan must be carried out with the same diligence as in the cooperative plan.
5. The objectives and operations of project training must be thoroughly presented.
6. There must be close liaison with the business community.

C. Development of Key Points

1. The school schedule must include adequate time for participation activities in the laboratory plan.

   It is important that administrators and counselors understand the necessity of providing adequate time during the school day for student involvement in participation activities. The cooperative program provided a minimum of 15 hours per week for occupational activities. It would be unrealistic to assume that less time would be needed to accomplish the objectives of the program using block of time if they are to be effective. Examples of such activities include:

a. Field trips
b. Directed occupational experiences
c. Managing the school store
d. Preparing a window display

It is the responsibility of the teacher-coordinator to give the administrators and counselors information concerning types of projects necessary to maintain the vocational integrity of the program.

2. The teacher-coordinator must have adequate time for supervision and coordination activities.

A rule-of-thumb in the cooperative plan has been that one-half hour per student per week is needed by the coordinator to perform coordination activities. It may be that even more time is necessary under the laboratory plan. The teacher-coordinator needs sufficient time for activities such as:

a. Selecting students
b. Utilizing community resources
c. Directing learning experiences
d. Evaluating learning

Administrators, counselors, and businessmen will be sympathetic to the need for adequate coordination time when they understand this need and when the coordinator utilizes this time effectively and keeps the people informed of his activities. This can be done by a monthly report to administrators, counselors, and businessmen describing activities in the distributive education program.

3. Complete records and evaluations of the students' progress must be maintained.

Individual training plans or schedules of on-the-job activities have been an integral part of sound cooperative plans. Similarly, such training plans should be required in the laboratory plan as evidence that participation activities will be used to direct and control the acquisition of acceptable job performance.

The teacher-coordinator, in cooperation with the student, business advisors, counselors, teachers, and parents, plan appropriate project assignments.

Features of the training plan:

a. Based on career objective of student
b. Instructional objectives will be stated as learning outcomes
c. A variety of selected learning activities that lead an individual through a series of achievement levels related to his occupational goal. (Marks -- 1965)

Acceptance of the distributive education program and project training by administrators, counselors, and businessmen will be greatly enhanced to the extent that they are kept informed and understand the schedule of learning activities.

4. The selection of students for the laboratory plan must be carried out with the same diligence as in the cooperative plan.

Student selection in the laboratory plan is just as important as in the cooperative plan.

The type and level of the student's career objective must be carefully considered.

These guidelines might be used:

a. Career objective
b. Ability to achieve career objective
c. Personality development

5. The objectives and operations of the project training must be throughly presented.

   In order to perform successfully as a teacher-coordinator, teachers and coordinators in training must develop an understanding of and an appreciation for the objectives and operations of the project training. This can best be undertaken after the coordinators in training have become knowledgeable about cooperative education. With this knowledge to draw on, he can then relate to the project training and the laboratory plan.

   Through reports, classroom discussions, and observations of the laboratory plan in action, the teacher educator can develop a frame of reference relating to the similarities and differences in laboratory and cooperative training.

   For teachers in service, a series of afternoon sessions to develop project activities for specific career objectives and curriculums can be undertaken that will aid in developing understanding and appreciation.

6. There must be close liaison with the business community.

   a. Work more closely with the advisory committee.
   b. Allow more time for better planned field trips.
   c. Make greater use of merchandise and instructional materials from local stores to be used in the classroom.
   d. Have local business people serve as sponsors to individual students, to aid them in their career development.
   e. Have businessmen and women (active and retired) serve as guest speakers and consultants.

D. Implications for Development

There may be a danger in presenting the laboratory plan as another "new" distributive education program -- or an alphabetical program type common to government agencies -- A-B-C-D etc. Is it still distributive education?

Should graduate teacher education programs include more work in educational psychology?

Unless special safeguards are built in, there is danger that a wholly in-school program may lose some of its vocational integrity and become just another "course" in the high school.

If the plan is to accomplish its objectives, it needs the whole-hearted cooperation of the administrators, counselors, and business leaders. They must be fully informed. Understanding, in turn, is often the result of involvement in the program.

Distributive Education is sometimes referred to as a "dumping ground." Is there greater danger now? How may the total distributive education program be up-graded by the laboratory plan?

E. References

Brown, Kay, DISTRIBUTIVE EDUCATION IN THE HIGH SCHOOL, U.S.O.E. Bureau of Adult and Vocational Education, Contract Publication, 1965.

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Marks, Mary V., "The Project Method in Action," a paper presented at the National Association of Distributive Education Teachers Meeting, American Vocational Association Convention, Miami, Florida, December 9, 1965.

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TASK FORCE #2

Duston Scudder
Oliver Anderson
James Beima
John Chrismer, Leader

A. Summary

The focus of this report is on the communication of information and ideas to those persons who are influential to the success of project programs in the states.

It is the belief of the writers that before these communications are initiated there should be a public statement of support for these programs by the U.S. Office of Education followed by the publication of descriptive literature and guidelines which will expedite effective understanding and promote a single basic philosophy. These publications should clarify terminology which will be the basis of effective communications.

The communications should be of two types. The first, will be primarily of an informative nature. The purpose is to arouse interest and acceptance of the project plan as a device for broadening the scope and potential service rendered by distributive education. This type of communication should be directed toward those who have an interest in or are performing a supporting function for distributive education. This would include national professional organizations, guidance counselors, and teachers of supporting disciplines.

The other type of communication would be for the purpose of promoting project plans in the local school systems and would be directed toward those in authority at the top level, the state boards of vocational education to the operational level of local business department heads and the teacher-coordinators. To these persons a detailed explanation must be conveyed in a persuasive manner which will result in establishment of project programs supplementing and augmenting existing cooperative programs.

The writers believe that with the concerted effort in communicating the potential advantages of project programs the first step toward improved distributive education service will have been achieved.

B. Key Points

1. Descriptive materials should be made available from the U.S. Office of Education.
2. The support of national professional associations should be solicited.
3. The basic structure should be set up through the state board of vocational education.
4. Dissemination of information should be made to state vocational groups.
5. Inform local administrators, procedures for implementing the new program.
6. Develop, with administrators, procedures for implementing the new program.
7. Inform the counselors about the project approach to teaching distributive education.
8. Plan with counselors the selection and scheduling procedures concerning the new program.
9. Inform local businessmen about the new program.
10. Develop a functional relationship between the business community and the school.

C. Development of Key Points

1. Descriptive materials should be made available from the U.S. Office of Education.

   The U.S. Office of Education should develop pamphlets describing the project plan. These pamphlets will serve as a basis for the description, promotion, and development of project programs.

   a. A descriptive pamphlet
   b. A guidelines pamphlet

2. The support of national professional associations should be solicited.

   The national professional associations should be informed about the project plan for distributive education in the hope of securing their endorsement. This endorsement will encourage local administrators to accept the program.

   a. National Association of Secondary School Principals
   b. National Personnel and Guidance Association

3. The basic structure should be set up through the state board of vocational education.

   The state board for vocational education should establish the basic structure within which the project approach will function. This will give the local administrators guidelines and basis upon which to plan.

   a. Develop operational plans
   b. Establish basis for reimbursement

4. Dissemination of information should be made to state vocational groups.

   Local directors and supervisors of distributive education should be informed of the characteristics and advantages of the project plan in order to gain support in implementing programs in appropriate locations.

Distributive education coordinators should be oriented to the potential of the project plan and the established guidelines of operation of project programs. Suggestions should be sought on the functions of promotion, organization, and operation of the project plan so they will feel an obligation toward making it a success.

5. Inform local administrators about the project approach to teaching distributive education.

   Local administrators should be informed about the project approach in order to gain a thorough understanding. This will enable them to see its place in the total educational program.

   a. What it is
   b. Why it is important
   c. Who it serves

6. Develop, with administrators, procedures for implementing the new program.

   Developing procedures for implementing the program will help local administrators to gain an operational picture of the project approach. It will enable them to apply it specifically to their own particular situation.

   a. Amount of time to provide
   b. Facilities that will be needed
   c. Desirable instructional materials

7. Inform the counselors about the project approach to teaching distributive education.

   School counselors should be informed of the purposes and characteristics of the project plan, especially as they differ from the cooperative plan. This knowledge will be helpful to them in advising students who indicate an interest in distributive occupations.

8. Plan, with counselors, the selection and scheduling procedures concerning the new program.

   Counselors who are familiar with the cooperative plan must be re-oriented to the different selection and scheduling procedures necessary for the project plan. Without complete understanding of the new procedures the counselors may commit grave errors in selection and scheduling of students.

   a. May refer unqualified students
   b. May schedule project plan students out of the building

9. Inform local businessmen about the new program.

   Local businessmen should be informed of the project plan in order to solicit their advice, support, and promotional effort for it. They should also be made aware of the expected status of employability of project plan students, so they may plan manpower replacements with these students in mind.

10. Develop a functional relationship between the business community and the school.

    Businessmen should be approached individually and through business organizations, chamber of commerce, service organizations, and professional organizations in order to recruit their assistance in planning and operating the project program.

    a. Advisory committee members
    b. Instructional assistance
    c. Acquisition of equipment and supplies for teaching
    d. Short periods of employment for students
    e. Make arrangements for field observations and studies

D. Implications for Program Development

Before getting into the actual steps of implementing the project plan with administrators, counselors, and businessmen, it seems essential to establish a basis from which to work. Therefore, the U.S. Office of Education should be encouraged to publish pamphlets describing the project plan. The appropriate national professional associations should be informed about the plan and their endorsement secured.

The next step will be to get the project approach established as a part of the reimbursable vocational education program. This will involve gaining the approval of the state board for vocational education and adapting the state plan to provide for the project approach. In addition the state vocational staff and the teacher educators should be well informed.

The initial contact with the local school should be through its school superintendent. Whether contact should also be made with the school board will depend upon the local situation. However the entire school administration that will be involved in the new program should be consulted and informed. They will need to know what the program is, why it is, who it serves, and where it fits in the total school program of instruction.

Suggested procedures for starting the program need to be developed with the local school personnel. These will include the amount of time to provide, the facilities that will be needed, the instructional materials that will be needed, the desirable class size, and the records and reports that will be necessary.

The guidance counselors will need to develop a clear understanding of the program to aid them in student selection and in class scheduling. Other local school personnel should be informed to help them understand the program.

Local business contacts should be made to inform the businessmen about the program and to establish a working relationship between the business community and the school.

After all of these steps have been taken, the state supervisor of distributive education should be available to help the local authorities in any way possible.

TOPIC S-2

MANAGING AND CONTROLLING LABORATORY EXPERIENCES

TASK FORCE #1

Gail Trapnell
Harold Moore
Douglas Gordon
E. Edward Harris, Leader

A. Summary

The effectiveness of instruction is directly related to the degree of management and control achieved in the distributive education classroom and laboratory. Distributive education teachers who are able to produce competent workers in the field of distribution are creative individuals with a comprehensive occupational experience background, and thorough technical and professional course preparation. These teachers must be able to function in a student activity centered classroom.

The teacher and the student working together carefully select learning activities and projects which will enable the student to develop a sense of responsibility and achieve realistic occupational goals. To provide for the development of instructional materials; plan, implement and record instructional activities and projects; carry out guidance and evaluative functions; and develop an effective working relationship with business, the distributive education laboratory teacher-coordinator must be provided with coordination time equal to one-half hour per student per week.

To enable the teacher-coordinator to provide a realistic program of laboratory experiences a minimum of 150-300 minutes of laboratory time should be scheduled per week. This laboratory period should be arranged so that blocks of time are available for complex learning activities and projects. The students should be homogeneously grouped in the classroom and laboratory according to level of experience and type of program.

B. Key Points

1. The distributive education teacher must carefully select purposeful and meaningful learning activities designed to meet the need of the student and motivate him in achieving realistic goals.
2. The distributive education teacher needs to help the student develop a sense of responsibility for his learning activities and fullfilling his obligations.
3. Educational personnel should plan a minimum of 150-300 minutes of laboratory time each week for the application of theories and practice learned in the distributive education "classroom."
4. A primary consideration essential to the effectiveness of a quality distributive education program utilizing the project plan approach is TIME.
5. Students should be grouped by year of instruction in the distributive education program.
6. Cooperative and laboratory students should not be placed in the same class.
7. Sufficient instructional facilities, equipment, materials, and media must be made available to the individual student to provide meaningful and purposeful learning activities.
8. Adequate individual project training records must be maintained to record student's accomplishments and evaluate student strengths and weaknesses.
9. The distributive education teacher should be flexible, creative and have a depth of business experience.

C. Development of Key Points

1. The distributive education teacher must carefully select purposeful and meaningful learning activities designed to meet the needs of the student and motivate him in achieving realistic goals.

   The process of carefully selecting student learning activities which are meaningful, stimulating and realistic can in most cases be best accomplished through teacher-student conferences. Student needs and interests must be carefully analyzed prior to the assignment of learning activities. The student must feel free to confer with the teacher-coordinator and the teacher will need to plan conference and observation time with the student for the purpose of guidance, assistance, and evaluation. It is imperative that the student understand clearly as possible that what he is doing is an integral part of the process of achieving his goal.

   a. Work closely with the professional staff personnel of the school so you truly know each student as well as possible.

   b. Work closely with business personnel and investigate other sources of information so you know as much about the goal which the student is seeking as possible.

   c. Provide the student with an opportunity to analyze and understand the competencies he will need to achieve his goal.

   d. Develop a healthy student-teacher relationship as the learning activity is developed, recorded and evaluated.

2. The distributive education teacher needs to help the student develop a sense of responsibility for his learning activities

and fullfilling his obligations.

The attitudes which a teacher is able to develop in the "classroom" and "laboratory" will be crucial to the total development of the student. It is essential that the student feel a sense of commitment in helping himself achieve his goals and meet his obligations. The teacher will need to teach the student the importance of his potential role in the learning process, and in the business world, very early in the school year through the use of group dynamics and other appropriate teaching techniques.

a. Begin the instruction with simple learning activities which clearly amplify the importance of cooperation, responsibility, and punctuality.

b. Provide the student with responsibilities which enable him to identify with the class and the instructor.

c. Utilize business personnel to emphasize points and help develop standards.

d. Provide an opportunity for the student to experience success.

e. Involve the student in planning and recording his instructional activities which should be clearly defined tasks leading to his goal.

3. Educational personnel should plan a minimum of 150-300 minutes of laboratory time each week for the application of theories and practices learned in the distributive education "classroom."

If students are to truly develop the competencies they need for entering and advancing in the field of distribution they must have an opportunity to put into practice in a practical laboratory environment the knowledges, skills, attitudes, understandings, and appreciations which are essential in their chosen occupational field.

a. Local administrative and instructional staffs will need to determine necessary amount of laboratory time based on the needs of the students and the goals of the program.

b. The total amount of laboratory time may well vary with programs as a study is made of the available school and community resources.

c. The total amount of laboratory time needed for a three year distributive education program may well vary considerably from the time needed in a one year or two year program.

d. The laboratory periods should be scheduled to allow blocks of time for the students to work on complex learning activities requiring a considerable amount of time.

4. A primary consideration essential to the effectiveness of a quality distributive education program utilizing project training is TIME.

Adequate time in the nature of 30 minutes per student per week for coordination of distributive education laboratory activities is a basic necessity. The teacher-coordinator must have time as part of the regular school resources for occupationally directed learning experiences. Coordination as a technique for identifying and evaluating participating activities must be developed to a high degree. "You must constantly take time to paln and create -- plan and create. Otherwise, project training cannot and will not be successful."[1] Coordination time is needed for the following purposes:

a. The curriculum for group project instruction, learning activities, in the form of "projects" must be planned and developed for individual students. These projects must be planned, developed, and implemented according to the student's occupational goal and level of competency. Successful completion of a series of projects enable the student to assimilate the knowledge and understandings and to develop a measure of skills of his chosen distributive occupation.

b. Guidance and counseling of students in the identification of a realistic occupational goal in keeping with his abilities, skills, and interests is essential. Effective guidance and counseling is further necessary for planning, developing, and implementing projects which are in keeping with this level of interest and competency whereby the student may be led to the successful realization of his career goal.

c. Establishment and implementation of an advisory committee composed of businessmen and professional school personnel is a vital part of the program. The contribution of an advisory committee is particularly significant in planning projects of simulated occupational experience and in various assignments involving practice and independent study.

d. Complete utilization of all community resources becomes the responsibility of the teacher-coordinator in planning field trips, planning and initiating both individual group surveys of the business community, obtaining the use of various types of equipment and materials, obtaining the services of leading businessmen as guest speakers, advisors, and consultants; in essence, promoting the program and obtaining the support and cooperation of the total community.

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[1] Edward Ferguson, Jr., "Reactions to Project Training of Research Associates in Experimental D.E. High School Programs," a paper presented to the Seminar in Distributive Teacher Education, Michigan State University, 1967.

5. Students should be grouped by year of instruction in the distributive education program.

The curriculum design for a multiple year program should reflect a progression of complexity. Project development should be designed accordingly. To effectively manage and control the "classroom-laboratory" situation, these students should be grouped homogenously by year.

   a. Students in a second year of instruction should have achieved a higher degree of competency than the student entering the first year instructional program.

   b. Students in a second or third year program should have a more intensified interest in their classroom experiences.

   c. Second or third year students should have a more sharply defined career goal.

6. Cooperative and project students should not be placed in the same class.

The cooperative and laboratory plans vary in their approach to instruction. The conditions for offering one plan as opposed to the alternate vary in purpose, function, and design. Different groups of students are served through these alternative plans. These students have varying degrees of occupational competency and identification of career goals. To meet these needs most effectively students should be grouped homogeneously by plan of instruction.

  a. Compatibility of the student is greater when grouped homogeneously.

  b. The determination of a common time period for project training is complicated when the groups are mixed.

  c. The coordinator may lose his effectiveness in working with mixed groups.

  d. Too much time may be spent with the project oriented students thereby inferring partiality.

7. Sufficient instructional facilities, equipment, materials, and media must be made available to the individual student to provide meaningful and purposeful learning activities.

   Making the facilities, equipment, materials, and media readily available requires that these items must be organized and systematized to obtain maximum teaching effectiveness. Once the classroom-laboratory is organized the order of the material must be maintained. Good classroom order will result from effective organization and management of materials that actively involve the students in the use of classroom facilities immediately available.

  a. Students must be able to readily check out materials and return them to a pre-determined place in files, bookshelves, and other storage facilities.

  b. The student's individual project training record must reflect the use of classroom-laboratory materials and equipment.

  c. Work space of sufficient size must be provided so that one student's individualized activities won't conflict with another.

8. Adequate individual project training records must be main-

tained to record the student's accomplishments and evaluate student strengths and weaknesses.

The individual project training record develops as qualifications for employment mature so that finally the record certifies the candidate's competencies in the distributive occupational area for which he has been trained.

a. Record individual student participation in individual and group activities and projects.

b. Record simulated and directed occupational experiences.

c. Record the student's progress as evaluated by the coordinator and the participating student.

9. The distributive education teacher should be flexible, creative and have a depth of business experience.

Project training requires a creative teacher who can adjust to various stages of student interest and involvement in a wise assortment of learning activities. The teacher should have a depth of business experience to draw on to enrich the classroom and laboratory instructional program.

a. The distributive education teacher must be creative enough to develop effective learning activities in the "classroom" and "laboratory."

b. Projects will be classroom-laboratory centered yet at the same time business experience oriented.

D. Implications for Program Development

The basic underlying rationale of the distributive education program is that the competent teacher will prepare people for careers in the field of marketing and distribution. To achieve this goal students must be provided with the learning experiences to develop knowledges, skills, appreciations, understandings, and attitudes essential for workers in their chosen occupation.

To achieve this goal we must decide if we are willing to make the commitment necessary to achieve a quality program of instruction. Answers to the following interrelated questions must be sought from teachers, supervisors, administrators, teacher educators and other educational personnel.

1. Will distributive teacher education personnel be able to prepare the "kind" of creative teachers needed in the activity centered "classroom-laboratory?"
2. Will state staff personnel be able to promote the "classroom-laboratory" distributive education concept to local school personnel?
3. Will the local school administrative personnel allow the teacher-coordinator one-half hour per student per week to effectively plan and implement the laboratory experiences?
4. Will the local school administrative personnel be able to plan blocks of time to provide for the laboratory experience phase of the program?
5. Will the integrity of vocational education be preserved by providing instruction which will effectively prepare people for careers in marketing and distribution?

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TASK FORCE #2

Jerry Levendowski
William Syhlman
William Woolf
William Runge, Leader

A. Key Points

The writing committee assumed the following:

1. This project class or classes should be the beginning part of a total program preparing students for marketing and distribution.
2. Cooperative classroom facilities will be used if such a program is offered. Otherwise a laboratory is essential and will be made available in the school.
3. The teacher could be the same as, or separate from, the person who is in charge of the cooperative part-time program.
4. The student career objectives will probably be quite varied and less specific compared to selection by students in the cooperative program.
5. The program is starting the first year of operation.

   The teacher will make sure of the regular distribution education program facilities if they are available such as community occupational surveys, advisory committees, recruiting and selection procedures for students objectives, and regulations, etc.

B. Development of Key Points

1. Naming the course

The title should be indicative of the subject areas being taught and meaningful to students and the faculty. Many persons believe it should be called distributive education preparatory or project program. Others would give it a title such as pre-cooperative distributive education, Marketing I, Merchandising I, retailing distributive education, project laboratory, merchandising laboratory, marketing occupational laboratory, etc.

2. Scheduling the course

Classes may be scheduled on a regular or flexible basis. It may be one or two hours daily or a total of five or more hours per week. The laboratory approach may be better the first or last period of the day so activities may start early or continue after school is out. Extended field trips or activities may require special permission. Extensive activities are better managed with more than one hour available.

3. The coordinator's daily schedule

The teacher should have some time for planning and coordinating activities. He should have no more than three or four classes daily and five to ten hours per week for coordination and laboratory activities. He needs more planning time and fewer students the first year than he may later be able to manage. Combination schedules with a cooperative program should also be considered.

4. Program schedule and plans for the year

Teacher and students should establish a total schedule for the year including time and plans for student recruitment and selection, project establishment and implementation, group and individual activities, extent of participation in out of class activities such as DECA programs, in school social activities, field trips, and others.

5. Providing a separate budget

    Funds should be provided for the unique and special facilities and activities needed by the preparatory program. The teacher must determine needs and seek funds to cover such things as texts, workbook, curriculum materials, laboratory equipment, travel, expendable supplies, and all types of teaching aids useful to a laboratory type of class. Costs will probably be as much or more than for the cooperative program. School administrators should understand that this program is not a text book oriented class.

6. Record keeping system

    Basic program needs should dictate records and reports developed. Special activities would include something for project planning and implementing evaluation activities, notebooks, work experiences, special class reports and laboratory manual kinds of work.

7. Student enrollments

    The class size should be limited to 25 or fewer students. This is about all a teacher can profitably manage if a true project and laboratory approach is to be used. It would be comparable to other vocational classes such as the cooperative program, home economics, and shops.

8. Locating and establishing outside agencies and personnel for use in the program

    The teacher and students should identify those persons and business establishments in the community as soon as possible that may be used in the program and set up policies and secure permission for activities such as projects down town, field trips, resource persons to use in advisory and planning capacities, speakers, observers, places to assign groups and individuals for observation and participation experiences.

C. Implications for Development

1. Establishing objectives

The objectives for this program should be consistent with those used in other vocational education areas and especially the distributive education cooperative plan if available. The ultimate goal should be to prepare students for gainful employment. Instruction should be job oriented. Activities should be practical and based on student selection of general occupational goals when possible. The objectives should result in behavioral development and change on the part of the students. The philosophy must be different from that commonly found in connection with courses such as introduction to business and general business.

2. Selecting and scheduling units of instruction

The teacher should make a preliminary listing of unit areas available and probably useful in the program. When student career goals are determined a priority selection may be made for group activity and projects. Individual study should follow and be based on more specific needs and interests of the students. Many curriculum outlines are now available and should be obtained for use. Flexibility is needed in planning the overall schedule of learning activities for the year.

3. In-school laboratory experiences

The basic philosophy of using a laboratory and practical approach dictates that much use be made of learning activities which are of the project oriented approach. Definite policies and laboratory procedures must be established just as in a science or other school laboratory. A laboratory or project manual may be desirable. No doubt a menu type approach may develop. It is expected that this would not result in a stereotyped number of activities that all students would have to complete. A school store may be helpful to the preparatory class. Other in-school projects selling and merchandising products and services may be useful and desirable for the teacher and students to manage.

4. Out of school laboratory experiences

This program should include many directed observations, participating experiences, field trips, and project activities in the business community. A start has been made in many cooperative part-time programs with the sales and marketing research projects done by groups and individuals. Businessmen are starting to see the value of surveys, traffic counts and other action projects and research in their places of business and with the community and should be willing to help. The teacher will have to organize and schedule such activities carefully since many more students and projects may be conducted.

5. Counseling and coordination

The teacher should have time available for such activities and student career planning, counseling, project development, and relating learning activities from the project to classroom objectives.

6. Work experiences

Students in the preparatory program basically will not have part-time jobs. However such activities would be desirable and helpful. Students may be placed in non paying situations with limited projects and observations but if extended productive work is to be performed the program should be carefully explained to all concerned so it will not be confused with the cooperative program.

7. Evaluation and continuation in total program

Following the experiences in this preliminary and beginning part of a total distributive education program the experiences and accomplishment of students and their objectives should be determined and continuation provided if feasible. Evaluation techniques are varied and a part of another report.

TOPIC S-3

FACILITIES, EQUIPMENT, MATERIAL AND MEDIA

TASK FORCE #1

Fairchild H. Carter
Robert W. Jefferson
Sopholia F. Parker
John D. Mattingly, Leader

A. Summary

The use of facilities, equipment, material and media to the extent they provide learning experience for the student is the responsibility of the laboratory instructor. A variety of facilities, equipment, material and media is needed in order to meet the varying audiences served in distributive education programs. A well equipped distributive education laboratory in the school building is essential, but use of community resources should not be overlooked.

With the laboratory facilities as the hub of the learning situation it is necessary to maintain current equipment to simulate actual business practice. It will be advantageous to the distributive education student for the laboratory instructor to have contact with the other disciplines aiding distributive education.

Using the project as a method of teaching makes it imperative that the laboratory provide an atmosphere conducive to vocational employability of the distributive education graduate.

B. Key Points

1. The laboratory director needs to know the capabilities of facilities, equipment, materials and media and how to use them effectively.

2. A variety of facilities, equipment, materials and media may

be required for the various levels of instruction.

3. Laboratory learnings may require in-school equipment, facilities, material, and media; those of the community; or both.

4. Laboratory facilities, equipment, materials, and media should be oriented to current business practices and, to the extent possible, adaptable to foreseeable and potential future needs.

5. Individuals using laboratory learnings should be aware of and utilize appropriate facilities, equipment, materials, and media from other disciplines.

C. Development of Key Points

1. The laboratory director needs to know the capabilities of facilities, equipment, materials, and media and how to use them effectively.

   Rationale

   In order to anticipate the outcomes which will follow certain experiences, the laboratory director must be cognizant of the cause and effect relationships in implementing such programs. This mandates that he understand the variety, scope, and breadth of facilities, materials, media, and equipment, and where each item or practice will make a maximum contribution.

   Examples

   The instructor plans the learning outcome of an ad layout. He must know the materials to be used and how they are to be used so the student may achieve the necessary experiences.

   In setting up a display the instructor must transmit to the student the use of color, balance, and space limitations. The student will learn how to display effectively.

2. A variety of facilities, equipment, materials and media may be required for the various levels of instruction.

Rationale

In developing facilities, materials, equipment and media there must be an awareness of the major differences in the level to be taught. The task, facilities, equipment, materials and media should be adjusted to fit the requirement of simple problem solving. On the entry level the adaptation is expanded to provide experiences upon which to build a career. At this level all obtainable equipment, facilities, materials and media should be provided to guide the student into a successful pursuit of a career in distribution.

The levels of required equipment, materials, facilities and media must be timed to fit the readiness and maturity of the student.

Examples

On the task level for example, simple problem solving equipment such as the cash register in making simple sales transactions may be utilized.

The entry level requires facilities, equipment, materials and media more complex such as slide projectors, record players, flannel board, actual "dummy" merchandise, cash wrap units, and shadow boxes.

The career level should provide in addition to facilities, equipment, materials and media, experiences requiring the excercise of judgment in decision making. The simulated store, advertising and interior displays will afford such opportunities.

3. Laboratory learnings may require in-school equipment, facilities, materials and media; those of the community, or both.

Rationale

In some cases, the school laboratory may be adequately equipped to provide the learning experiences essential to the desired outcomes. This would probably be particularly evident in the case of narrow scope projects or practicums, such as show-card or point-of-purchase signs and tags.

Community equipment, such as a computer, might be required for laboratory experiences in the area of inventory control.

Numerous projects, such as commodity marketing studies, actual advertisement development and case studies in shopping traffic and business locations, would undoubtedly require the use of both in-school and community facilities, equipment, materials and media.

4. Laboratory facilities, equipment, materials and media should be oriented to current business practices and, to the extent possible, adaptable to foreseeable and potential future needs.

Rationale

Laboratory learning, by its very nature, is concerned with application. It must be current to be applicable. Therefore, the facilities, equipment, materials and media must be those which will provide experiences which are in use in business practices currently in operation. As a matter of logical business practice, where possible, within reasonable limits of time and money, items for use should be secured which will have future adaptation to emerging practices which may not, at a point in time, be universal in the community.

Specific items which would apply in this area are display equipment and record-keeping equipment providing inventory records, accounting records, and change-making.

5. Individuals using laboratory learnings should be aware of and utilize appropriate facilities, equipment, materials and media from other disciplines.

Rationale

It is possible to give students broader experiences on a more individualized basis by drawing upon facilities, equipment, materials and media from other subject matter fields. This utilization emphasizes flexibility to meet the needs of participation in laboratory learnings and to contribute to their reinforcement. This will result from interdisciplinary use of facilities, equipment, materials and media.

Examples

Students participating in laboratory learnings for an area of advertising may wish to utilize textiles and materials from agriculture; printing equipment from graphic arts; copying equipment and materials from office occupations; and other facilities, equipment, materials and media as deemed necessary to achieve desired outcomes.

D. Implications for Program Development

The project laboratory teacher will determine the desirable learning outcomes. Based upon these he will select the needed facilities, equipment, material and media from a comprehensive list. Realistically, he will determine current possibilities, project future needs, prepare a long term budget, and requisition immediate equipment, material and media of other disciplinary areas when appropriate laboratory learnings are involved.

Priority List for Distributive Education Facilities and Equipment

	MUST HAVE	SHOULD HAVE	NICE TO HAVE
Classroom	Trapezoid or rectangular tables Armless chairs Chalkboard Tackboard Overhead projector Movie Projector Filmstrip projector Tape recorder Projection screen Record player	Opaque projector Study carrels Rear projection screen 35mm camera Flannel board	Single-concept projector Cartridge-loading filmstrip previewer Programmed teaching machines Video-tape recorder

	MUST HAVE	SHOULD HAVE	NICE TO HAVE
Model Store	Merchandise units Cashwrap unit Cash register Actual or "dummy" merchandise	Shadowboxes Display forms Sign holders Pegboards	Fitting mirror
Workshop-Storage	Shelving Worktables	Wash basin Showcard printer Ad layout table	Tool cabinet
Office	Desk & chairs File cabinets Telephone	Bookcases Typewriter Typing desk	
Library	Shelving	Table and chairs File cabinet	Study carrels
Exterior Display Units	----------	Mannequins Display forms Display props Portable lights Sign holders	Turntables Drapes

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TASK FORCE #2

William Cheshire
Findlay Hartzler
Gary Smith
H. N. Towry
Richard Ashmun, Leader

A. Summary

Facilities, equipment, materials and media should be of such a nature that the project plan can be implemented. This means that the environment should be as close as possible to work environment. In many cases the same environment could be used for classroom instruction of cooperative students.

The most important aspect is that the environment be utilized effectively to make instruction more meaningful. So often a school has an excellent classroom environment, but the equipment is seldom used.

Specific suggestions are made in the following pages for items of equipment, materials and types of instructional media. The equipment may or may not include a model store. The most important consideration should be the goals of the program with the classroom environment developed in light of these goals.

Suggestions are made for a large and small school facility. Skeletal sample floor plans may be used as a point of departure in developing a total facility.

A fairly complete reference list should serve as a guide for furthur reading on the subject. Several of these books and bulletins should be included in the teachers' library.

B. Key Points

1. Facilities
    - a. General considerations
    - b. Facilities in a large school
    - c. Facilities in a small school
2. Equipment
    - a. Classroom
    - b. Laboratory (Model Store)
    - c. Storage
    - d. Office
    - e. Library
    - f. Exterior window unit
3. Materials
    - a. Materials for use in project training
4. Media
    - a. Media for use in project training

C. Development of Key Points

1. Facilities

The major consideration involved in determining an adequate facility (classroom or classrooms, office space, instructional materials laboratory, rooms for small group instruction, etc.) is one of establishing an adequate substitute environment for the job environment. This may vary from state to state, as well as from program to program, depending on the functions to be carried out. That is, the aims of the program should be the guidelines used to establish an adequate facility.

Certain elements such as light, heat, windows, and room height, should meet the requirements as set forth in the administrator's manual for each state. These elements will not be discussed in these recommendations.

It also should be kept in mind that flexibility is important. Can the facility be changed easily? Can equipment and materials be easily added or removed? Is there provision for expansion and changes in functional equipment?

Several conditions may help or hinder the development of a facility. First, when a new school is being planned, the facility should be designed and constructed with the goals of the program in mind. Often a room is assigned after it is constructed and the instructional program must be implemented within these confines. Second, the program may be established in a school that is already built, whether it be new or old. The latter situation causes more difficulty in implementation.

Another condition to consider is whether the program is located in a large school or a small school, in an uncrowded or a crowded situation. The important aspects are the accessibility and usability of the classroom.

a. General considerations

There should be sufficient space to carry out the project method. A suggestion is 30 to 50 square feet per student. This size would permit proper placement of tables, chairs, desks, instructional equipment, storage area, model store (if desired), and a coordinator's office.

It is necessary to have either a central library or a departmental library with approximately 100 volumes appropriate for the subject matter being taught. Some may be general in nature, such as marketing, retailing, salesmanship, while others may be specific, such as fashion merchandising, service station management, and food merchandising. Again it is important that these volumes be utilized in instruction.

b. Facilities in a large school

It is probably easier to have a more complete facility in a large school system as the facility would most likely be more recently built or in the process of being built.

The classroom should be strictly a classroom with student chairs and tables, teachers' desk, chalkboard, and provisions for the use of audio-visual equipment. Soundproofed folding doors (partitions) may serve as dividers, or may be opened to provide a larger space for demonstrations or large group work.

All project equipment should be housed in an adjoining instructional materials laboratory, but may be moved to other areas when the need arises. Such equipment may include a model store unit, special display equipment, shelf space, storage space, or any other special equipment. The purpose of a separate room or area is to facilitate use of the space without inconvenience to other groups which may be meeting in the classroom or the small group conference area. It is also possible for business firms to display equipment in this area or make it available for the use of the students. An example would be several cash registers made available for the unit on merchandise to use in the study of merchandise information.

A small group conference area should be included. It is intended to serve as a place for working with small groups of students, honors seminars and committee meetings. It may also be used for meetings of the advisory committee. Projects may be planned in this area, but carried to completion in the instructional materials laboratory. The total facility may be especially useful for programs operating uner modular or flexible scheduling.

c. Facilities in a small school

These facilities should probably not be as "grand" as the facilities for the large school. However, because of the limited conditions found in a small town business community, it may require a more complete stock of equipment. It should be kept in mind that many of the graduates of such a school will migrate to an urban community where they will be working with up-to-date equipment. Therefore, the need for dividers or screens is evident when the equipment is not in use. This prevents damage or vandalism when the classroom is used by other classes.

2. Equipment

The project method will differ from the cooperative method somewhat. One of the big differences will be that the downtown facilities will not be as readily available to the project student as to the cooperative student. Therefore, if the instruction is to retain the relevance of the cooperative program, more equipment must be made available to the project student.

All of the items listed below are considered by most distribution teachers to be practical, realistic, and purposeful in the development of a sound project instructional program.

Availability and necessity may depend upon enrollment and geographic location.

Because of the wide variety of distributive occupations, not all equipment will be used equally from year to year. Careful attention has been paid to this list in order to secure a balance of equipment dictated by function rather than specific store application.

The writers of this report would like to express appreciation to those who have compiled this list of equipment.

	MUST HAVE	SHOULD HAVE	NICE TO HAVE
Classroom	Trapezoid or rectangular tables Chalkboard Tackboard Overhead projector Movie projector Filmstrip projector Slide projector Tape recorder Screen Record player Bulletin board	Opaque projector Study carrels Rear projection screen 35mm camera Polaroid camera Instamatic camera Flannel board T.V. set Single-concept projector Cartridge filmstrip previewer Slide trays Slide file	Programmed text catalog Teaching machines Video tape recorder Business game file Hook and loop board
Laboratory (model store)	Merchandise units Wrap unit Island display stands Cash register Dummy money	Shadow boxes Display forms Sign holder Pegboards Marking machines	Wall stapler Large mirror

	MUST HAVE	SHOULD HAVE	NICE TO HAVE
Storage	Shelving Work tables Tote trays	Wash basin Showcard printer Ad layout table	Tool cabinet Stencil file
Office	Desk & chairs Telephone Adding machine	File cabinet Electric typewriter Typing desk	Stapler Staple puller
Library	Shelving	Table & chairs	Study carrels
Exterior Window	Mannequins Turntables Display props	Portable lighting Sign holders Drapes	

3. Materials

The following list of materials is recommended for use in the project method. Within the framework of the project method the classroom teacher will find that materials will be used in greater quantities than is the case in the cooperative or the traditional classroom situations. Therefore it is suggested that these types of materials be ordered in greater quantities than would normally be the case.

It will also be noted that the same materials used in other teaching procedures are listed for use in the project method. The differences in the project method will not evolve from the types of materials used, but in the application and use to which these materials are put.

MATERIALS FOR USE IN PROJECT PROGRAMS

- Bond paper
    - Mimeograph paper
- Ditto paper
    - Poster paper
- Ditto Masters
    - Spirit masters
- Overhead transparency materials
    - Frames
    - Transparency film
    - Diazo film
    - Ozalid materials
    - Hinges
    - Seal-lamin
- Poster inks
- Show card paints
- Felt pens
- Lettering sets
- Paste on letters
- Scissors
- Staples
- Paper clips
- Rubber Bands
- Chalk
- Pencils
- Pens

4. Media

The following list of media will be essential for use in a successful project plan program. It can be readily seen that the media to be used are the same used in any school situation. Their relevance in the project program is in the way in which they are used in the teaching situation.

The use of trade journals is recommended because of the up-to-date nature of the information contained within these publications. Each teacher should subscribe to several such publications. If funds for such journals are not readily available, it is suggested that local merchants who make use of these journals be contacted and encouraged to enter a subscription for the school program.

MEDIA FOR USE IN PROJECT PROGRAMS

- Trade journals
- Community resources
    - Civic clubs
    - Trade associations
    - Business associations
- Records
- Films
- Television tapes
- Textbooks
- Supplementary materials (Individuals teaching units, Salesman, Advertising, etc.)

D. Implications for Program Development

Distributive educators seek to develop mostly judgmental skills. Therefore, there seems to have been a lag in the development of adequate facilities, equipment, materials and media because the teacher felt he could teach without these things. Perhaps it is also due to the fact that the job has been the laboratory for the cooperative students.

Under the project plan, facilities, equipment, materials and media will be extremely useful to simulate as closely as possible the job environment. It is a recommendation that each teacher-trainer and each state supervisor act as soon as possible to help future teachers and in-service personnel develop an adequate classroom environment. Suggested sample plans should be developed and made available to all interested persons. Perhaps a handbook could be constructed in each state which would include all the details for such a facility.

A most important consideration is that the teacher-training institution have an adequate facility to enable prospective teachers to learn how to teach in a proper environment. This is often a weakness difficult to correct due to the stress on science, mathematics and physics. However, it is a strong suggestion that each teacher-training institution make every effort to develop the kinds of facilities and equipment which would help the teacher make a smooth transfer to a high school situation.

It may also be possible to have a sample of several plans placed in the school administrator's handbook for each state. This is relied on as the source when administrators are involved in a building program.

The state supervisor may have to come to the point where he must withhold reimbursement unless an adequate classroom environment is provided. At any rate he should offer any assistance which may be required. Of course, this assumes that he will be knowledgeable about facilities, equipment, materials and media and their purpose in the distributive education instructional program.

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TOPIC S-4

THE YOUTH ORGANIZATION AS A TEACHING-LEARNING DEVICE

TASK FORCE #1

Joseph C. Hecht
William F. Sassman
Charles W. Steadman
Dennis D. Tiger
Leonard F. Maiden, Leader

A. Summary

The organization of distributive education groups under the project plan presents new challenges to distributive educators. It is imperative that instruction under the project plan be focused on the vocational method of teaching. Methods and techniques which can secure practice and application of principles learned in the classroom should be employed.

Youth organization activities represent excellent means through which application can be realized. Teachers, supervisors, and administrators need to encourage and sponsor youth organizations which can contribute to the educational objective of raising students to higher levels of competency. For the project student with limited opportunity to gain practical on-the-job experience, youth organization activities assume a special significance.

Teachers should seek opportunities to integrate appropriate youth organization activities into the curriculum. Students should be encouraged to enter contests for which they have adequate background and preparation. Teachers must, however, keep the contest program in proper perspective if it is to achieve maximum educational benefit.

B. Key Points

1. Youth organization activities are an integral part of the

instructional program under the project plan.

2. Many experiences provided through youth organizations may have more relevance for the project student than for the cooperative student.
3. Project students should be encouraged to enter contests for which they are prepared.
4. Project teachers, in utilizing the youth organization as a teaching aid, should not be preoccupied with the development of contest winners.
5. The project teacher should incorporate competitive activities in the curriculum using the youth organization format.

C. Development of Key Points

1. Youth organization activities are an integral part of the instructional program under the project plan.

The major justification for youth organization activities is that these activities are curriculum centered. Effectiveness of youth organization activities should be measured from the standpoint of the contribution they make to the attainment of specific and over-all educational objectives.

Existing activities in the youth organizations provide the opportunity for students to practice and apply what they have learned in the classroom. For example, the student who participates in the merchandise manual contest learns a method of collecting product information. This method of gathering information can then be used in other areas as needs arise.

2. Many experiences provided through youth organizations may have more relevance for the project student than for the cooperative student.

Students in the cooperative plan often have experiences on the job similar to the experiences gained through youth organization activities while a project student will have limited opportunity to gain these experiences. More control can be maintained over activities which are directed toward the student's interests and abilities.

For example, the job interview contest may provide pre-employment experience for the project student while a cooperative student may have had this experience in an actual situation. The project student engaging in the job interview contest may identify the essentials in a job interview situation which will enhance his employment prospects.

3. Project students should be encouraged to enter contests for which they are prepared.

Contest competition is, in itself, a desirable educational activity. Although it is assumed that all students will have experiences in the classroom following the contest format, they should be encouraged to participate in contest competition beyond the classroom. Competition beyond the classroom can open the way to personal recognition and satisfactions not attainable within the framework of the class. Teachers should direct contests to the student's interests and ability.

For example, if a project student reaches a level of performance in selling through instruction, individual study, and practical experience which would enable him to compete in the sales demonstration contest, he should be encouraged to compete.

4. Project teachers, in utilizing the youth organization as a teaching aid, should not be preoccupied with the development of contest winners.

Teachers should keep instructional objectives and occupational goals in mind and not let contests become ends in themselves. The teacher must also be concerned with the question of the proper time to introduce material in the curriculum.

For example, students may be prepared to enter the job interview contest early in distributive education experience while contests related to other areas of the curriculum may be more appropriately introduced at a later date. Extensive preparation, by the teacher, of individual students for contest participation tends to restrict the educational opportunities of the class as a whole.

5. The project teacher should incorporate competitive activities into the curriculum using the youth organization format.

   The project student will have limited opportunity to participate in a competitive enterprise. Teachers should go beyond the existing contest program in developing competitive activities which may or may not become part of the formal youth organization contest program.

   For example, the teacher may develop such contests as sales demonstration judging, merchandise presentation, career manual, team debating, mathematics ability, and essay. These activities may motivate students to a high level or performance.

D. Implications for Program Development

Since educators realize that important motivation comes from within the student, it is important that the distributive education teacher involve students in as many varied activities as possible to stimulate self-motivation. Youth organization activities can stimulate the student to study in depth an area of distribution that interests him.

Although contests are valued as a teaching device, teachers must be aware that they are only a vehicle for learning and not an end product. Student involvement in contests, therefore, should be an exercise of applying serious planning and teaching. Contests should not be teacher centered nor should students be separated from the usual curriculum to specialize in a specific contest.

Teachers should be aware of the value of state and national youth organization sponsored contests but should seriously consider local youth sponsored contests in addition to those of the DECA organization.

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TASK FORCE #2

Vera Tisdale
Edwin Pearson
Robert Luter
Ted Best, Leader

A. Summary

The DECA program of activities complements, supplements, and strengthens the instructional program of Distributive Education. Combined with classroom instruction and significant projects, the DECA program of activities gives greater scope and depth to the total instructional program. Success in the field of distribution is dependent upon attitudes that lend themselves to development within an educationally centered club program. The DECA program of activities provides an avenue for the enrichment of the instructional program through contests and activities planned by students under the guidance and direction of the teacher-coordinator.

Classroom laboratory instruction is concerned largely with a body of knowledge which applies in part to the total field of distribution and marketing, and in part to the immediate career objective of each of the students enrolled. Projects provide the means of applying the concepts learned in the classroom laboratory. It further provides an opportunity to develop needed skills through practice under the competent supervision of the teacher-coordinator in a realistic situation. The DECA program of activities serves to round out the instruction by providing a controlled method for student-centered participation in projects which are of particular interest to the student members of the

DECA chapter.[1]

B. Key Points

1. To develop leadership in the field of marketing and distribution.
2. To develop a sense of individual responsibility.
3. To provide opportunities for intelligent career choice in marketing and distribution.
4. To allow practical application of the principles of marketing and distribution through competitive activities.
5. To encourage use of ethical practices in business.
6. To provide for mental and physical health through satisfactory social and recreational activities.
7. To engender a healthy respect for education.
8. To create and nurture an understanding of our free, competitive enterprise system.
9. To develop an appreciation of civic and social obligations of those engaged in distribution.
10. To serve as a means of interpreting the instructional program to businessmen, faculty, parents, and other students.

C. Development of Key Points

1. To develop leadership in the field of marketing and distribution.

Through contests and activities relating to the DECA program of work, students participate in experiences that groom them to assume leadership responsibilities in marketing and distribution.

Example: Student of the Year contest is a significant

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[1] "Educational Values in Club Programs," Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education Bulletin OE-82005, 1962.

Pages 59 To 66

Are Missing

It is imperative that evaluative instruments be utilized from other areas of education and from other disciplines. Also, new techniques for the evaluation of the more tangible aspects of learnings should be developed. This is crucial in the use of projects in distributive education because this field is predominately people oriented. Students can be evaluated in terms of the accomplishment of skills based on ability in a concrete manner. However, it is difficult to evaluate the intangibles. Students should be evaluated in terms of rigorous check on these more tangible aspects of learnings.

Examples:

Tangibles

A student may conduct a research in the library, simulate job experience in the intensified laboratory, make observations in distributive businesses, conduct field interviews, gather research in the community and present information.

Intangibles

As a result of participating in projects, students develop attitudes regarding project instruction. They have certain reactions to projects. Also they have notions as to what they have been able to accomplish through projects.

3. Evaluation of project learning activities should be a continuous process by the teacher in order to ascertain that students are attaining or progressing through the learning levels.

In order to determine that students are attaining or progressing through the learning levels the amount of skill and understanding that has been acquired in fundamental occupational activities must be measured. In addition, the amount of progress that has been achieved in other desired learning activities should be constantly reviewed.

Examples:

a. Project activity involving receiving, checking and marketing, designed to develop measurable skills and understandings.

b. Project activity involving contracts with the business community designed to develop observable changes in behavior. (Coakley 1967)

4. Students should continuously evaluate their progress and accomplishments.

It is important that the student understand his individual growth in the learning activities. The purpose of the evaluation is to:

a. Aid student progress
b. Become familiar with individual differences
c. Develop self understanding among the students
d. Understand abilities and characteristics
e. Evaluate projects in relationship to content
f. Guide the student in making career choices (Coakley 1967)

5. An analysis of the evaluations should be made by the teacher to determine the effectiveness of the project and the teaching methods.

To determine needs for improvement of the project experiences or the project as a whole and/or instruction of same, an analysis must be made of the results of the evaluations attained.

Example:

Teacher could graphically chart the results of each student to show the development of the class in each project.

Where the learning levels are consistently low it would indicate to the teacher a definite need for improvement in instruction and/or project selection or refinement.

D. Implications for Program Development

Evaluations can be made before the student enters the world of work.

As objectives are developed, evaluative techniques should also be considered. Evaluative techniques utilized in the cooperative plan may also be used in the project laboratory. Attitudes, interests, and reactions to projects and the project experiences can be measured.

The student must maintain some type of evaluative record which shows his achievement in projects. The teacher must do the same to determine the effectiveness of the teaching.

One of the problems in the evaluation of the projects is evaluating the learning that is taking place within the curriculum, and at the same time attempting to evaluate the learning in relation to an occupational objective in marketing and distribution.

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TASK FORCE #2

Harold R. Wallace
John H. Madson
John H. Linn
Lucy C. Crawford
Calvin D. Lowe, Leader

A. Summary

"Evaluating outcomes of the project method" has been limited to a consideration of outcomes from projects incident to laboratory experiences. Areas of primary concern range from mutual development of projects to a consideration of personal growth and individual vocational needs.

Concern is shown here for the proper place of evaluation of the project method.

In its broadest sense "evaluation" may be defined as finding value. Such a definition concerns itself with more than measuring outcomes but implies building quality into a program of instruction which can be measured against predetermined objectives.

In order to adequately evaluate outcomes of the project method it appears essential to consider all facets of the program from teacher training through follow-up of graduated distributive education students including:

1. The teacher training institution, its philosophy, facilities, support by its administration and the academic and work experience of the teacher educator
2. The State Department of Public Instruction's willingness and ability to provide adequate leadership, supervision, and financial support to the D.E. program operating under the

project method.

3. The ability of the local school district and the business community to provide a healthy learning environment for distributive education which stimulates growth

4. A classroom adequately equipped with the physical facilities, audio and visual equipment, printed materials and other resources needed

5. A teacher well grounded in the fundamental principles of marketing who has the work experience, and enthusiasm for the project method required to provide direction for students learning under simulated working conditions.

Although desired outcomes of the project method may be dependent upon all factors which affect the program, this paper will consider only the project outcomes. The purpose is to measure whether such a teaching method accomplished the objectives of the learner and the classroom teacher.

B. Key Points

1. Students should exhibit evidence of growth as a result of each project participation.

2. The project should be evaluated as soon as possible after completion.

3. Members of the business community may be involved in evaluating learning experiences under the project method.

4. Educational objectives for each project should be stated in terms of behavioral outcomes expected of the student.

5. Students should understand and accept the educational objectives of the project.

6. Teacher and students should determine the criteria for each project evaluation before it is undertaken.

7. Teachers should aid students to select projects that stem from the students' vocational needs and interests.
8. Whenever possible, evaluation should provide positive reinforcement.
9. Evaluation should not become a project in itself.
10. Evaluation of learning outcomes in the affective domain is likely to be more difficult and less precise than in the cognitive domain.
11. Evaluation should recognize individual differences of students.

C. Development of Key Points

1. Students should exhibit evidence of growth as a result of participation in each project.

The most important outcome, perhaps the only real one, is that each student grows in knowledge, skill and attitude. If this is acceptable then outcomes can only be evaluated through questions such as:

a. Has his knowledge of the task at hand increased?
b. Has his skill in accomplishing the task improved?
c. Has his appreciation of the attitude toward this task and its place in his career objective been enhanced?

To accept these as the only real outcomes then raises some subsidary questions: How much growth or change is enough? Or if change has not occurred, why did it not occur? If no change or less growth than expected has happened then endless evaluation of the total environment must take place.

The assumptions within the above statement are: The project is oriented to a vocational task, and that each task will contribute to the students' career objective.

Examples:

a. In a project involving the "greeting" phase of salesmanship the student should be able to develop, list, or recite a variety of greetings appropriate for different selling situations.

b. After a project involving color, line, and design, the student should be able to produce more effective merchandise displays.

2. The project should be evaluated as soon as possible after completion.

It has been an accepted procedure in vocational education that the student be continuously informed of how he is progressing and the relative strengths and weaknesses of his performance. (Samson 1967)

Example:

After a project requiring a visit to a downtown store, the students meet immediately for an evaluation conference.

3. Members of the business community may be involved in evaluating learning experiences under the project method.

Businessmen used to evaluate project outcomes can provide the direction needed to help students become worthy of employment.

Examples:

a. Department store display personnel might be used in evaluating D.E. laboratory display projects.

b. Advertising executives might be asked to evaluate student projects in the advertising area.

4. Educational objectives for each project should be stated in terms of behavioral outcomes expected of the student.

When objectives are stated in behavioral terms, it is easier to draw inferences about possible strategies or methods of accomplishing the objectives.

Example:

- a. The student will be able to demonstrate his ability to gather and analyze data concerning a problem.
- b. The student will be able to explain the channels through which a product travels from producer to consumer.

5. Students should understand and accept the educational objectives of the project.

"A person learns best when he has his own purposeful goals to motivate and guide his learning activity. For genuine learning to occur, the pupil himself must see the reason for studying and recognize the value the data have for his goals." (Samson quoting Canton, p. 4 1967)

Examples:

- a. A disadvantaged youth may see no value in studying about high fashion merchandising.
- b. A group of students from a non-manufacturing area may see no relevance or value in the study of production processes in a factory.

6. Teacher and students should determine the criteria for each project evaluation before it is undertaken.

It is generally accepted that students will be motivated to reach the optimum in performance if they have helped to establish the standard of performance expected.

Examples:

- a. Students discuss the matter and decide that one error per day is the maximum that should be permitted in cash register operation.
- b. Students might discuss and develop standards of dress for salespersons.

7. Teachers should aid students to select projects that stem

from the students' vocational needs and interests.

Individual interests provide stronger bases for motivation than do teacher imposed or arbitrary projects which, though perhaps beneficial, are only incidentally related.

Examples:

a. Boys interested in grocery operations respond better to situations involving that area than to women's ready-to-wear.

b. Girls interested in women's ready-to-wear respond better to situations involving that area than to grocery operations.

8. Whenever possible, evaluation should provide positive reinforcement.

Dr. Gilbert Wrenn indicated before a group of educators at a national seminar that positive reinforcement was ten times as effective as negative reinforcement.

Examples:

a. "Your project demonstrates an understanding of the principles of informal balance."

b. "I think you should think seriously of an advertising career." (As a complement on his work on an advertising project)

9. Evaluation should not become a project in itself.

Evaluation should be a natural part of the learning process and not a burdensome process. Neither students nor teachers should get "hung up" on evaluation to the point that it becomes more important than the learning activity itself.

Examples:

a. Teachers who place great emphasis on preparation for the "regents exams" in the State of New York

b. Excessive concern for winning a DECA display project contest over-shadows the learning experience.

10. Evaluation of learning outcomes in the affective domain is likely to be more difficult and less precise than in the cognitive domain.

Affective learning is usually concerned with the development of personal qualities or traits which cannot be directly observed or measured, but must be assumed to exist on the basis of observable behavior. Procedures and techniques for assessment of these "psychological constructs" are obviously more difficult than such measures as are applied to assess psychomotor development or factual and conceptual learning.

Examples:

a. Skill in cash register operation (as an objective) can be measured in terms of errors per day or speed in performance.

b. Knowledge or understanding of pricing mathematics may be measured by observing student behavior on pencil and paper tests.

--however--

c. Personal initiative or self motivation cannot be directly observed. It must be inferred from such behavior as arriving at work early, performance of a self initiated learning task, or by the interpretation of scores on a sophisticated personality test.

11. Evaluation should recognize individual differences of students.

Individual differences in knowledge and ability make it necessary that evaluation of project outcomes be an individualized matter. (Samson 1967)

Examples:

a. Similar projects should have different completion times depending upon such factors as reading ability, cultural background, and maturity.

b. A student whose father is a merchant may be able to start at an advanced level.

D. Implications for Program Development

It becomes immediately apparent that outcomes of the project method are dependent upon many factors which begin long before students are enrolled in a program of instruction utilizing the project method as a means of preparing workers for the field of distribution.

Evaluation of outcomes might begin with a carefully designed program of instruction on the pre-service teacher training level and continue through every facet of the Distributive Education program. Follow-up studies of the D.E. graduate are not the end of evaluation but a new beginning revealing certain weaknesses and what is needed in the program of instruction.

Specifically, there is a dire need for evaluative instruments which may be placed in the hands of all concerned. Such instruments might give the program direction as well as provide a yardstick to measure project method outcomes.

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TOPIC S-6

GUIDANCE, STUDENT SELECTION AND IDENTIFICATION

TASK FORCE #1

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William H. Durham, Jr.
E. Conway McCracken
Lucille W. Patton, Leader

A. Summary

In view of individual differences, diverse occupational objectives, the variety of curriculums, and the levels of training opportunity, vocational guidance becomes increasingly important in the project method. Teacher-coordinators and guidance personnel in local schools must assume responsibilities which involve:

1. Identifying and encouraging the enrollment of individuals needing distributive education
2. Providing the individuals with information necessary for realistic vocational planning
3. Assisting them while pursuing the plan
4. Aiding them in vocational planning
5. Conducting follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.[9]

Since the project method will in many cases be conducted as a pre-employment program for the cooperative method, all the essential elements of guidance are necessary to its successful operation.

B. Key Points

1. The distributive teacher-coordinator needs an awareness of the guidance concept and the ability to function as a counselor.

2. Recruitment and selection of students will be a greater problem in the project plan than in the cooperative.
3. Teacher-pupil planning in the project method will require more of the techniques of guidance.
4. The essential guidance functions of placement and follow-up should be performed by the project teacher-coordinator.
5. The project method is essentially a guidance process.
6. The project method can serve as a selection basis for entry into the cooperative plan.

C. Development of Key Points

1. The distributive teacher-coordinator needs an awareness of the guidance concept and the ability to function as a counselor.

   To become proficient in the area of guidance, a teacher-coordinator's preparation should include courses in basic and occupational guidance. Also, courses in sociology which would help the coordinator to understand how a student perceives himself: i.e. recognition of special needs, lower socio-economic groups, lack of father image -- are important to basic understanding.

2. Recruitment and selection of students will be a greater problem in the project plan than in the cooperative.

   The project plan itself will not have the same appeal to a student as a paying job in the cooperative program will have. This in itself would result in a recruitment problem. The teacher-coordinator must develop promotional material and be allowed access to pre-entry project students by classes for presentation of this material.

   The coordinator needs also to establish rapport with the junior high and/or senior high counselors in order to amass information that will be useful in student selection and understanding.

The project student should be an active member of DECA with all its guidance potential.

3. Teacher-pupil planning in the project method will require more of the techniques of guidance.

Many of the projects can be used as guidance tools. The project plan affords the best opportunities for stressing the importance of personal appearance, developing responsibility, and bringing an individual up to employability.

The interaction of the teacher-coordinator and the distributive education project student in project selection, pre-contact information prior to visits to retail businesses, and completion of projects provides an excellent opportunity for guidance activities.

The very nature of course content in the project method -- essentials of employment, human relations, career opportunities in distribution, and individual self-analysis -- all these are guidance oriented learning activities.

4. The essential guidance functions of placement and follow-up should be performed by the project teacher-coordinator.

The project method of teaching distributive education provides an opportunity for placement on a short term basis in basic entry distributive occupations, for career development occupations through the cooperative plan after a year in the project classroom, and for encouragement toward the specialist level through post-secondary or university level training.

Follow-up has long been a part of the distributive education program. The coordinator of the project student should have equal responsibility with the cooperative coordinator for follow-up of a project student for a period of at least five years following high school graduation.

5. The project method is essentially a guidance process.

   On the part of the student, experiencing the project class is essentially a guidance process within itself. The project method gives the student the opportunity to assess his abilities, to determine his self-concept, and to prepare for initial employment.

6. The project method can serve as a selection basis for entry into the cooperative plan.

   It is important to remember that in the project method of distributive education we are working with 14-year-old students who do not possess the same degree of sophistication as the 16-year-old cooperative student. The project method can be used as a pre-cooperative program; in many schools this will be the case, and this in itself makes the project program a selection basis for the cooperative program.

   The project method can meet the needs of the students whose career objectives are in the area of distribution but who are unable to enroll in a cooperative distributive education program.

D. Implications for Program Development

Some emphasis must be accorded the guidance functions in the total professional preparation of distributive education coordinators.

Provision should be made for more effective communications between guidance and distributive education personnel, both on a state and local school district level. This could be accomplished on a state level through state, area, or district workshops devoted to the guidance function.

It is recommended that a library of project materials be located at a central point and made avilable to all distributive education programs. This could be a function of ERIC so that units and projects designed from a guidance viewpoint may be used in project programs universally.

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TASK FORCE #2

Frank D. Ferguson
Howard W. Kirk
Garland D. Wiggs
Kenneth A. Ertel, Leader

A. Summary

The purpose of this paper is to provide statements of philosophy concerning identification, selection and guidance of students in the project plan. It is designed to aid distributive education personnel in the development of statements of a plan of operation and a program of guidance.

Each key point presented is a statement of philopophy and is supported by a rationale and suggestions for implementation of a program. It is intended that this will stimulate the development of plans for identifying, selecting, and guiding distributive education students.

An open door admission policy should be maintained for all who are capable of achieving criteria of employability which meet the standards of the distribution industry and who seek an opportunity to explore a career in distribution.

B. Key Points

1. Outcomes expected from a project program should be the same as those of a cooperative program; therefore, the criteria for the identification and selection of students should be basically the same for both types of programs.
2. A preparatory curriculum in distributive education should allow the student an opportunity to explore his aptitudes,

interests and attitudes in the field of distribution.

3. Every individual has specific needs to be fulfilled. The Distributive Education program must be designed to be flexible in order to satisfy these needs, especially the need for self-realization.

4. The student must be psychologically oriented to a concept of a continuing changing world of work and education.

5. The student must be given the opportunity to understand and appreciate his own qualifications in relation to the changing world of work and education.

6. All students who express a career interest in the distributive area should have an opportunity to explore these careers through the media of the project plan distributive education program.

7. The project plan offers opportunity for disadvantaged students to develop to some level of employability.

C. Development of Key Points

1. Outcomes expected from a project program should be the same as those of a cooperative program; therefore, the criteria for the identification and selection of students should be basically the same for both types of programs.

    Distributive Education students are being trained for employment. The aims and objectives of both programs are consistent. Only the method of instruction varies. The project method offers another organizational pattern for employment training. All D.E. students should be capable of achieving standards of employability as those standards are defined by the distribution industry.

2. A preparatory curriculum in distributive education should allow the student an opportunity to explore his aptitudes, interests and attitudes in the field of distribution.

A function of the preparatory curriculum is guidance and career exploration. The whole area of self perception has a direct influence on vocational choice. Aptitudes alone are not sufficient criteria for enrollment in a Distributive Education program. The student must also have interest and proper attitude conducive to learning. His self-oriented career concepts and vocational choices must be encompassed by the goals and objectives of the Distributive Education program.

3. Every individual has specific needs to be fulfilled. The Distributive Education program must be designed to be flexible in order to satisfy each student's need for self-realization.

   Maslow's Theory of a Hierarchy of Needs suggests that each person has within him a need for self-fulfillment or realization. Therefore, in terms of identification and selection of students, the prospective student's self-concept and career objective must be considered as a major criteria.

4. The student must be psychologically oriented to a concept of a continually changing world of work and education.

   The students will be on jobs not yet created. Job patterns are rapidly changing and educational requirements expanding every year. Attitudes and perceptions of the world of work and the importance of work itself seem to be changing. Students of today must be prepared to accept change as a way of life.

5. The student must be given the opportunity to understand and appreciate his own qualifications in relation to the changing world of work and education.

6. All students who express a career intersts in the distributive area should have an opportunity to explore these careers through the media of the project plan Distributive Education program.

7. The project plan offers the opportunity for the disadvantaged and other students to develop some level of employability in the distributive occupations.

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